UNIVERSITY OF NORTH CAROLINA RECORD

Announcement
of the Thirty-fifth Session
of the

SUMMER SCHOOL

June 20-August 3
1922

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TABLE OF CONTENTS

PAGE

Calendar 4
Important Suggestions 5
Historical Note 6
Officers of Administration 7
Chaperons in Charge of Dormitories 8
Staff of Instruction 9

PART I

General Information 14

PART II

College Courses 29
- Accounting 29
- Chemistry 30
- Economics 31
- Education 33
- English 39
- French 41
- Geography 43
- Geology 43
- German 44
- History and Government 46
- Latin 47
- Library Science 48
- Mathematics 49
- Music 51
- Physics 54
- Psychology 54
- Rural Social Economics 56
- Sociology 57
- Spanish 58

PART III

Normal School Courses 60
- Suggested Curricula for Summer School 60
- Drawing 62
- Education 63
- English 66
- Geography 67
- History 68
- Mathematics 68
- Writing 69

PART IV

Special Features 70

CALENDAR

June 20-21, *Tuesday and Wednesday*—Registration days.

June 22, *Thursday*—Instruction begins in all courses.

Jun 23, *Friday*—General Meeting, 8 p. m. Public exercises in Memorial Hall.

June 24, *Saturday*—All classes meet at the hours scheduled for Wednesday's classes.

Reception to students, Bynum Gymnasium, 8:30 p. m.

Aug. 1, Class Instruction ends at 1:30. Examinations begin at 2:30 p. m.

Aug. 2-3, *Wednesday and Thursday*—Summer School examinations.

Detailed announcements of lectures, conferences, and entertainments will be issued weekly while the Summer School is in session.

1922

JUNE						
S	M	T	W	T	F	S
..	..	..	..	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	..

JULY						
S	M	T	W	T	F	S
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23 30	24 31	25	26	21	28	29

AUGUST						
S	M	T	W	T	F	S
..	..	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	..	..

IMPORTANT SUGGESTIONS

1. Have your room reserved in advance.
2. Urge your room-mate to make reservation promptly; otherwise the management will have to assign someone to the room with you.
3. Before leaving home mark your trunk plainly, putting your own name on it and the name of the dormitory to which you have been assigned, and have it checked to Chapel Hill, N. C. If you make your reservation before June 1st, a printed card giving your Chapel Hill address (room number and name of dormitory) and a baggage check will be sent to you. This card attached to your trunk or baggage will insure its prompt delivery without expense, provided you DELIVER THE CHECK TO THE UNIVERSITY SUMMER SCHOOL'S OFFICIAL REPRESENTATIVE AT UNIVERSITY STATION.
4. Be sure to provide yourself with the necessary articles which you are expected to bring; bed linen, pillows, towels, etc.
5. If convenient for you to do so, confer with your superintendent or principal and get his advice as to the courses you should pursue in the Summer School.
6. Do not plan too much. Fifteen hours of class work a week is a reasonable amount to attempt. More than 20 hours will not be allowed.
7. Decide before coming that you will stay the full six weeks. No credit will be given for a shorter period.
8. Be present for the first roll-call. The person who begins his work a day or two late is obliged to labor under a handicap. Work will start promptly as scheduled, and the pace will be brisk.
9. If you wish to pursue in the Summer School courses counting for University credit, you should make application for such courses in advance. Registration for such courses will not be allowed after Monday, June 26th.
10. Please note that certain courses will not be given unless applied for in advance.
11. If, after examining this bulletin carefully, there is further information you desire, address N. W. Walker, Director of the Summer School, Chapel Hill, N. C.

HISTORICAL NOTE

The old "Summer Normal" at the University was a pioneer in the summer school field. It was established in 1877 by Dr. Kemp P. Battle, and it seems to have been the first of its kind in America. It ran for eight years, and enrolled 2,480 teachers and students. It suspended in 1884.

Revived in 1894, the Summer School ran eleven years during its second period of usefulness until 1904 when it was again suspended. During this period 1,541 teachers and students were enrolled.

THE NEW SUMMER SCHOOL

Revived again in 1907, the new Summer School began work on a modest scale. The first year there were only 36 students in attendance. Provision was made to offer instruction in only a few departments, and the branches included in the program of study were those generally taught in the high schools. The number of students increased and new departments were opened. In 1916 (the year before our country entered the World War) most of the departments of the University offering liberal arts and scientific courses were open during the Summer School. Many of the courses offered were of university and college grade. The number of students enrolled that year reached 1,052. The years 1917 and 1918 saw a falling off in the number of Summer School students as a result of our participation in the war. There were 901 in 1917, 618 in 1918, 922 in 1919, 1,147 in 1920, and 1,090 in 1921.

During these years the Summer School has developed into an institution of force and power that has exercised an elevating influence on the educational life of the whole State. It has, moreover, established itself firmly in the esteem of the teaching profession.

OFFICERS OF ADMINISTRATION

Harry Woodburn Chase, Ph.D., LL.D., President.

Nathan Wilson Walker, A.B., Ed. M., Director.

Thomas James Wilson, Jr., Ph.D., Registrar.

Miss Louise Coffey, Secretary.

Edwin Greenlaw, Ph.D., Dean of the Graduate School.

Francis Bradshaw, A.B., Dean of Students, and Chairman of Committee on Social Activities.

Charles Thomas Woollen, Business Manager.

Julius Algernon Warren, Treasurer.

George Pickard, Sueprintendent of Grounds.

P. L. Burch, Superintendent of Buildings.

Louis Round Wilson, Ph.D., Librarian.

Eric A. Abernethy, M.D., Physician to the Summer School.

Mrs. Flora Rice, R.N., Nurse in Charge of Infirmary.

Miss Edna Womack, R.N., Assistant Nurse.

E. E. Sams, Secretary, Teachers' Bureau.

I. Harding Butt, Acting Director of the Gymnasium.

Miss Margaret L. Clark, Secretary, Y. W. C. A.

Isaac Ceben Griffin, Supervisor of Normal Instruction.

Advisory Committee on Administration: Professors Walker, Noble, Howe, Wilson, T. J., Odum, Branson, Patterson, Knight, Dean Bradshaw.

Faculty Committee on Advanced Standing: Professors Wilson, T. J., Howe, Daggett.

Committee on Normal Courses: Professors Walker, Noble, Knight, and Mr. Griffin.

CHAPERONES IN CHARGE OF DORMITORIES

Mrs. W. H. Walker, Jr., Battle Building.

Miss Allie Cothran, Vance Building.

Mrs. Harvey Boney, Pettigrew Building.

Mrs. J. W. Patton, Sigma Chi Hall.

Mrs. C. R. Hinshaw, Smith Building.

Mrs. E. H. Moser, South Building.

Mrs. W. W. Rogers, Carr Building.

Mrs. G. A. Short, Old East Building.

Mrs. C. H. Weatherly, Old West Building.

Mrs. A. A. Pickard, Steele Building.

Mrs. G. L. Sawyer, Dormitory "B".

Miss Nannie Creighton, Archer House.

Mrs H. H. Llewellyn, Dormitory "C."

STAFF OF INSTRUCTION

ALBERT BACHMANN, Ph.D., ... GERMAN
Instructor in German
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Dean and Professor of Education
University of South Carolina

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Newport News, Va.

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Elizabeth City, N. C.

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Teachers College, Columbia University

NATHAN WILSON WALKER, A.B., Ed.M., ... EDUCATION
Professor of Secondary Education and Acting Dean, School of Education
University of North Carolina

PAUL JOHN WEAVER, B.A., ... PUBLIC SCHOOL MUSIC
Director of Music
University of North Carolina

ALVIN SAWYER WHEELER, Ph.D., ... CHEMISTRY
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University of North Carolina

CROFT WILLIAMS ..... SOCIOLOGY
Secretary of the South Carolina State Board of Public Welfare

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Professor of Library Science
University of North Carolina

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Assistant Professor of Mathematics
University of North Carolina

JOHN B. WOOSLEY, A.M., ... ECONOMICS
Assistant Professor of Economics
University of North Carolina

PART I—GENERAL INFORMATION

The Summer Term: June 20-August 3

The thirty-fifth session of the University Summer School will open on Tuesday, June 20th, and continue for a term of six weeks, closing on Thursday, August 3rd. Classes will hold their regularly scheduled meetings on Thursday, Friday, and Saturday of the opening week, but after that the school will be in session only five days each week, from Monday to Friday.

Registration

The regular time for registration will be Tuesday and Wednesday, June 20th and 21st. All students of the Summer School should try to be present and register on those days, as the regular class work will begin promptly at 8:00 on Thursday morning, June 22nd. There are certain preliminary arrangements to be made in the way of arranging courses, securing board and lodging, getting the necessary books, etc., all of which should be attended to, if possible, before class work begins. To be on hand promptly so as to begin with the regular class is far more satisfactory than to come in a day or two late.

Registration in the courses counting for the A.B. and A.M. degrees will not be permitted after Monday, June 26th.

Departments of Instruction

In the Summer School of 1922 instruction will be offered in the following departments. For a description of the courses see Part II of this bulletin. For a description of the courses carrying Normal School credit only, see Part III of this bulletin.

Accounting	Geography	Music
Chemistry	Geology	Physics
Drawing	German	Psychology
Economics	History	Rural Economics
Education	Library Science	Sociology
English	Latin	Spanish
French	Mathematics	

Those Who May Be Admitted

Owing to the fact that the University's accommodations are not nearly sufficient to take care of all who wish to attend the Summer School, it has become necessary to restrict summer attendance to those applicants for admission who are best prepared to profit by such attendance. In 1922, registration in the Summer School will be limited to those who can qualify for admission under one of the following provisions:

1. Holders of regular State Certificates may be admitted.

2. Those whose previous academic training has been at least equivalent to that required for a State Certificate may be admitted.

3. Those who can satisfy the University's regular requirements for admission as given in the annual catalogue may be admitted.

4. Students who, for special reasons, may be recommended for admission by the State Superintendent of Public Instruction or by the Secretary of the State Board of Examiners may be admitted.

For Whom Courses Are Planned

Professional and Cultural Courses are planned for:

1. Teachers of Primary Grades.
2. Teachers of Grammar Grades.
3. High School Teachers and Principals.
4. Teachers of Special Subjects.
5. County and City Superintendents and Supervisors.
6. College and University students who desire to earn extra credit towards the A.B. degree.
7. Students, Teachers, and others wishing to pursue Professional and Cultural Courses leading to the A.B. and A.M. degrees.

Courses in Education

For a list of College courses offered in this department, see under Education, Part II of this bulletin. For a list of the courses carrying Normal School credit only, see Part III of this bulletin.

These courses are designed to meet the needs of teachers and superintendents who are making an effort to fit themselves for better service, and for students who wish to pursue during the summer, college and university courses leading to the A.B. and

A.M. degrees. To the earnest teacher or student who desires to spend a part of the summer in serious, quiet study under the direction of competent instructors, excellent opportunities are offered.

Courses for University Credit

The Summer School is from year to year enlarging the scope of its work by opening other departments and offering additional courses, many of which count for credit towards the degrees of A.B. and A.M. A list of these courses is given below. A description of each, together with a statement of the amount of credit given, is included in the statements made by the various departments. (See Part II of this Announcement.)

Summer School Credits

One Summer School course is the equivalent of one-half a course for a term (quarter) of the regular session. The credit allowances for courses in the Summer School is in proportion to the number of weekly meetings, a course meeting for five hours each week counting for one half course, one meeting for ten hours weekly, for one course.

In no case will credit be given unless the student has been in regular attendance on the course during the whole summer session, and has completed satisfactorily the work of the course together with the final examination. Not more than the equivalent of two courses for a term (quarter) of the regular session may be taken in one session of the Summer School. Students will not be allowed to register for courses counting for college or university credit later than Monday, June 26th.

The standard of work in courses given for University credit will be in all respects that of the corresponding courses as given during the regular session, as these courses are an integral part of the work of the University. It is the hope of the University that by the introduction of such courses, increased service may be rendered to the growing body of teachers in the State who have already completed college courses or done some work of college grade and who desire while in service to improve themselves along both professional and cnltural lines, and at the same time receive formal recognition for their work.

Courses of Freshman and Sophomore grade will not be credited toward graduate work. Courses of Junior and Senior grade if marked C. or Grad. in the statement of courses below,

(See part II of this announcement), may be counted toward such work as indicated in the regulations below. Definite information about the different credits that certain courses carry can be obtained at the time of registration.

Admission to Undergraduate Courses

Applicants for courses of Freshman grade must satisfy the requirements for entrance as laid down in the University catalogue. These requirements comprise a total of 15 units selected from the subjects of English, foreign languages (ancient and modern), history, mathematics and science. For details the applicant is referred to the University catalogue.

Applicants for courses of advanced standing must furnish evidence of work of college grade completed at this or another institution. Such evidence must consist of the official statement from the institution where the work was done, showing definitely the courses pursued and the amount of credit recorded. Admission to specific courses will be determined in each case by the department on the basis of previous preparation. In some instances the training in a branch of study derived from experience in teaching it will be taken into account.

Application for admission to undergraduate courses should be sent in advance to the Director of the Summer School. This application should be accompanied by certificates of preparation, or official statements from other institutions that the applicant has attended, and a list of the courses the applicant desires to pursue. Blanks for this purpose will be furnished on request.

The Graduate School

The Summer School offers excellent opportunities for carrying on advanced work in most of the fields of learning. Graduates of standard colleges are admitted to the Graduate School during the summer term on precisely the same basis as in the regular sessions. Such students may become candidates for advanced degrees or may register as special students in such courses as they desire.

Students who may wish to pursue in the Summer School courses leading to the Master's degree should, if possible, make application for such courses before June tenth and should send with their application a statement of their educational experience. This statement should include: (1) the name of the college

from which the applicant has a Bachelor's degree; (2) the time when the degree was taken; (3) the courses pursued; (4) teaching experience. The candidate must have a reading knowledge of French and German in case the professor in charge of his major work thinks it necessary for efficient work. In case he has not had sufficient training in certain departments to enable him to pursue strictly graduate courses, provision may be made in the Summer School for the making up of such deficiency.

No student will be allowed to carry during any one summer work which amounts to more than two courses toward the degree. The degree will in no case be conferred until the regular commencement next succeeding the summer session in which the work is completed.

1. *Admission.* Graduate students register in the office of the Dean of the Graduate School by filling out a form containing an abstract of their training and experience. Holders of degrees from standard colleges are admitted without examination upon presentation of their credentials. It will save time at registration if these credentials are submitted, and the application filled out, in advance of the opening of the Summer School. Blank forms may be had by writing to the Dean of the Graduate School.

Admission to the Graduate School is not the same as admission to candidacy for a higher degree. For admission to candidacy for a degree it is necessary for a student to have secured some credit here, such as study through one or more summers. Action on each case is postponed until the student has progressed sufficiently to make possible the planning of his course. This does not imply any increase in the length of time necessary for the attainment of the degree. It means simply that the individual record of each student, undergraduate as well as graduate, is taken into account in determining what must be done in order to secure the degree.

2. *Regulations as to Courses.* While graduate students may register for any of the courses offered by the Summer School Faculty, no courses will count for credit towards an advanced degree unless they are classified as graduate courses in this Bulletin or in the Bulletin of the Graduate School. These courses must be selected in accordance with the rules for major and minor subjects set forth in the catalogue issue of the Graduate Bulletin. In general, this means that two thirds of a candidate's work during his entire period of residence (four summers being the minimum) must be from one department, the remaining one-third being from a closely allied minor department. These courses must

be completed with distinction, by which is meant that at least half of the work offered by the candidate must be of grade 2 or better, and that no grade below 3 will count for graduate credit.

3. *Requirements for the Master's Degree.* For a detailed description of the requirements for the degrees of Master of Arts and Master of Science, the student is referred to the catalogue issue of the Graduate Bulletin. These rules are the same in their application to Summer School students as in the case of students registered for the regular sessions. Teachers of experience whose credentials and work are satisfactory to the Administrative Board may complete the requirements for the Master's degree in four summer sessions. Such students will be expected to continue their studies during the year under the direction of the special committee in charge of their work, and may do part of the work required for their theses in this manner. In certain approved cases, also, a limited amount of credit may be transferred from work done in another University Summer School. Every such case is treated individually, and must be approved by the Administrative Board, on recommendation of the Department, at the time application is made for admission to candidacy for a higher degree. Students who are not admitted under these special conditions will find five summers necessary for completion of the requirements for the Master's degree.

The thesis must be written in accordance with provisions stated in the Graduate Bulletin. It may count not to exceed two courses. This thesis may be handed in, and the final oral and written examinations may be taken, at any time during the year. Degrees are conferred only at the University Commencement in June.

4. *Further Information.* All students who purpose to do work leading to an advanced degree should read carefully the catalogue issue of the Graduate Bulletin, which will be sent on application to the Dean of the Graduate School.

Departmental Conferences

Throughout the session departmental conferences will be conducted for teachers of special subjects. These conferences will be held once or twice a week and will be conductd by the heads of the several departments. The discussions will supplement the lectures given in certain courses. The attendance will not be restricted to those who register for such courses. The English conference will be open to all those who wish to attend; the

Latin conference, to all teachers of Latin; and so on for the conferences in the other departments. It is the purpose of these conferences to aid teachers in the practical problems of their work by informal discussions of such topics as the recitation, the course of study, the place of the subject in the curriculum, the use of material, etc.

Summer School Certificates and Professional Credits

At the close of the term regular examinations will be held, and certificates will be issued to those who pass a satisfactory examination on the courses pursued. These certificates state definitely the courses pursued and the grades attained.

Records of all students desiring professional credit with the State Department of Education will be sent to the Director of Certification immediately after close of the Summer School.

Teachers' Bureau

A Teachers' Bureau is maintained during the Summer School for the benefit of teachers desiring a change in position. Many applications for teachers are received each year while the Summer School is in session, and many Superintendents visit the Summer School for the purpose of employing well qualified teachers. In order that the management may keep closely in touch with available teachers and be enabled thereby to render prompt service to school officials applying for teachers, all well qualified applicants in attendance are invited to register with the Teachers' Bureau. No fee is required nor is any charge made for this service. Applicants are expected to file with the Bureau photograph and type written testimonials or letters of recommendation.

The Library

The University Library, containing 100,000 volumes and over 25,000 pamphlets, will be open daily to the students of the Summer School. Excellent opportunities are here afforded the students for wide reading and special research. Model libraries are exhibited during the term for (a) Teachers, (b) Rural Elementary Schools, (c) High Schools. These suggestive collections may be consulted at any time.

The Gymnasium

Each day in the week, from 7 a.m. until 4 p.m., the shower baths in the Gymnasium will be open to the women of the Summer School. Hot water will be furnished every morning. Each afternoon, from 4 to 6:30, the shower baths will be open to the men.

One evening each week (Social Evening) the Gymnasium will be open for social purposes. A gymnasium fee of $1.00 is charged each student of the Summer School. This is paid at the time of registration.

The Infirmary

During the Summer School the University Infirmary will be open for the convenience of the students in attendance. The Infirmary will be under the direction of Dr. Eric A. Abernethy, Physician to the Summer School, and Mrs. Flora Rice, Nurse, who, with an assistant, will be constantly in attendance. There will be no extra charge for the services of the Physician or of the Nurse, except in cases of prolonged and serious illness necessitating a special nurse. The Summer School Physician will be at the Infirmary two periods a day for consultation and advice. At these hours students of the Summer School will be given the opportunity to consult the Physician about any matters pertaining to their health. A medical fee of $1.00 is required of each matriculate in the Summer School at the time of registration.

Tuition, Registration, Laboratory, and Other Fees

Each matriculate in the Summer School is required to pay a flat registration fee of $15.00. This includes a matriculation fee of $10.00, a medical fee of $1.00, a gymnasium fee of $1.00, an entertainment fee of $2.50, and a library fee of 50 cents. No tuition fees will be charged teachers of the State or residents of the State who are preparing to teach; nor will tuition fees be charged non-residents of the State who, at the time of matriculation, have signed a contract to teach in the schools of the State.

In addition to the registration fee, a nominal tuition fee of $10.00 will be charged all other matriculates in the Summer School. Laboratory fees are charged for some courses. In each case where a laboratory fee is charged, due announcement of the fact is made in connection with the statement of the course for which it is charged. Registration, tuition laboratory, and other fees are to be paid at the time of registration.

The entertainment fee entitles students in the Summer School to free tickets to all lectures, musical programs, dramatic performances, and other similar forms of entertainment provided by the management of the Summer School.

No refund of any of these fees will be made after one week from the date of registration.

Train Schedules

There are two trains a day, except Sunday, from University Station to Chapel Hill. The noon train arrives at 12:01 and the evening train at 7:00. Those who can conveniently do so would do well to arrange their trip so as to reach Chapel Hill on the noon train. Be sure to buy your ticket to Chapel Hill Station and have your baggage checked to this point (and not to the University Station, which is ten miles or more from the University).

Delivery of Baggage

The Summer School management will deliver the baggage of students free of cost at their dormitories, provided their checks are given only to the official representative of the Summer School at University Station or at Chapel Hill Station. During the registration period a Bureau of Infomation will be maintained at University Station, and an official representative of the University Summer School will be on hand to take up baggage checks and give such information as incoming students may desire. Give your checks to this representative and your baggage will be delivered promptly and without charge.

Table Board

Good table board will be furnished at *Swain Hall* for $22.00 per month of four weeks, payable at the beginning of the month, or $33.00 for the entire term, payable at the opening of the session. The rates by the week will be $6.00. Five hundred boarders can be accommodated at *Swain Hall.*

Dormitory Accommodations

For the accommodation of the ladies in attendance upon the Summer School the University will open the *Carr,* the *Smith,* the *Vance-Battle-Pettigrew,* the *Old East,* the *Old West,* the *Steele,* the *South Buildings, Sigma Chi Hall,* and *Dormitories "B"* and *"C."*

During the Summer School each of these dormitories will be in charge of a capable chaperon who will see that the University's regulations regarding the health, comfort, and safety of the students are carried out, and who will be always ready to give the young ladies such advice and assistance as they may need.

The *Carr Building* conains 42 rooms and will accommodate 80 students.

The *Smith Building* contains 40 rooms and will accomodate 76 students.

The *Battle, Pettigrew,* and *Vance Sections* of the new dormitories contain 72 rooms en suite and will accommodate 144 students, 4 students to the suite.

The *Old East Building* contains 28 rooms and will accomodate 56 students.

The *Old West Building* contains 28 rooms and will accommodate 56 students.

The *South Building* contains 30 rooms and will accommodate 60 students.

Sigma Chi Hall will accommodate 14 students.

The *Steele Building* contains 36 rooms and will accommodate 108 students.

Dormitories "B" and *"C"* contain 36 rooms each, and will accommodate 108 students each.

Room rent in any of these dormitories is $6 per student (two, three or four to the room) for the term of six weeks, *payable in advance.* In making reservations preference will be given to those students who expect to attend the Summer School for the full term.

Rooms in the University dormitories will not be ready for occupancy by the Summer School students until Tuesday noon, June 20.

Reservations Must Be Made in Advance

Students desiring rooms in the University buildings must have their reservations made in advance, or the management cannot guarantee to them accommodations. Each application for a reservation should be accompanied by a check for $6 to cover room rent for the term. *Make all checks payable to the University of North Carolina.* Application should be made to the Director of the Summer School prior to June 10th, in order that applicants may be notified before leaving home whether or not their reser-

vations have been made as requested. The University can provide dormitory accommodations for barely more than half of the Summer School students; others have to find accommodations in the village hotels and boarding houses. The management, of course, stands ready to render any assistance it can in the way of helping students of the Summer School to find convenient and comfortable accommodations in the village.

What the Student Must Furnish

Students occupying rooms in the University dormitories must furnish their own bed linen, pillows, towels, etc. Each student who secures a room in one of these dormitories will be expected to bring with her for her own use the following articles.

1 pillow.
2 pairs pillow-cases.
2 pairs of sheets (for single bed).
2 counterpanes.
6 towels.

Expenses

The actual expenses of those who room in the College dormitories and board at *Swain Hall* (University Commons), not counting, of course, the cost of transportation, books, and materials are for the *six weeks* as follows:

Table Board at Swain Hall (six weeks)	$33.00
Room rent in University Dormitories (six weeks)	6.00
Registration fees	15.00
Total (for teachers)	$54.00
Add tuition (for others)	10.00
	$64.00

Waiters in Dining Hall

Opportunity will be offered at *Swain Hall* for about 100 young ladies to secure one-half (or possibly all) their table board by waiting on the tables. By taking advantage of this opportunity a young lady by waiting half-time may reduce her expenses by $16.50. By waiting full-time she may reduce her expenses by $33.00. Those wishing to secure these places should send in their applications to the Director promptly. These places will be assigned about June 10th, but applications may be filed at any time.

There are usually a great many more applicants for these places than there are places to be assigned. Those to whom places are assigned in the dining hall will be asked to reach Chapel Hill on the afternoon train of Monday, June 19, for a conference with the head-waiter in Room No. 4 of Peabody Building at 8:30 p. m.

Books and Material

Students of the Summer School will be expected to provide themselves with all books and materials required for their individual use in the courses pursued. Most of the texts to be used are announced in connection with the description of the various courses. Students may procure their books before coming to the Summer School, or they may get them here at the Y.W.C.A. Book Exchange, or at the Chapel Hill bookstores at the usual market prices.

Class Rooms

The rooms and buildings in which the various classes will meet will be announced on the daily program, a copy of which will be furnished each student on registering.

Chapel Exercises

Chapel exercises will be conducted in Memorial Hall each morning at 10:30 o'clock. At this time there will be a short prayer and song service. The chapel music will be under the direction of Professor Paul John Weaver. All general announcements will be made at chapel, and frequently there will be short addresses on topics of current and general interest.

Schedule

In the Summer School schedule the day is divided into periods as follows:

MORNING HOURS

First Period	8:00 to 8:50
Second Period	8:50 to 9:40
Third Period	9:40 to 10:30
Chapel Period	10:30 to 11:00
Fourth Period	11:00 to 11:50
Fifth Period	11:50 to 12:40
Sixth Period	12:40 to 1:30

AFTERNOON HOURS

First Period	3:20	to	4:10
Second Period	4:10	to	5:00
Third Period	5:00	to	6:00

Classes scheduled to meet five times a week will hold their meetings daily from Monday to Friday and do not meet on Saturdays after the opening week.

A few of the classes scheduled for three hours a week meet on Saturday throughout the term.

A daily schedule of recitations showing the hours and places of meeting for the various classes will be given to each student at the time of registration.

The Young Women's Christian Association

Crowded schedules and a sense of a packed six weeks of work makes the program of the Y.W.C.A. on the campus take whatever form of service is most notably needed by the campus. Sometimes it is recreation, and hikes, tournaments, parties and games spring into life! Sometimes the desire of the student for spiritual growth calls into existence Bible classes, where under strong leadership, the principles of religion and life are discussed. Sometimes, the desire for co-operative worship is expressed, and the simple vesper service meets the needs of many. Special lectures on Social Morality, Recreation, and Club Leadership are available when needed.

The Y.W.C.A. Secretary is on the campus not only to look after all the "activities" of the Association, but as a friend to every student. The Y.W.C.A. building is of value only as it is of service—whether through its reading room, social center, or information bureau; so it is hoped that every woman in attendance during the Summer School may find something she needs or wants from the Y.W.C.A.

The Secretary in charge will be Miss Margaret Logan Clark of the Student Staff of the South Atlantic Field Committee. All those interested, please see Miss Clark on arrival. She and her assistant will need every interested available student.

Laundry Service

The University owns and operates a thoroughly modern laundry which is conducted on a strictly scientific basis. The equipment is the best that can be had, and the plant is under expert management. All work is accepted on a piece price basis. The charges are very reasonable and are made strictly in accordance with the

cost of operation, thus entitling the student to get his work done at prices far below the commercial prices of city laundries. Moreover, the laundry accepts complete responsibility for all goods entrusted to its care, and will pay for any article lost.

Summer School students desiring to avail themselves of the University's laundry service may do so at the time of registration by making a deposit of $6.00 with the Treasurer against which is charged only the work which the student has the laundry to do for him. Any unused part of the deposit fee is returned to the student at the close of the Summer School. Should the cost of the work which the student sends in exceed the amount of the deposit, the student is promptly notified to make an additional deposit. Only students who make this deposit at the time of registration will be entitled to the reduced prices to students. Those who do not make such deposit will be charged on a commercial basis, which of course is at a higher rate. Detailed information as to prices may be had at the time of registration.

Special Institutes of Public Welfare

During the Summer Session two types of courses are given through the School of Public Welfare, in addition to courses for teachers. The first is a series of courses in community organization, recreation, family case work, social pathology, social problems, and other courses suited to the special needs of social workers and teachers desiring further training in community work. These courses begin and end with the regular Summer Session of the University and are announced in the Department of Sociology in this Bulletin. The second type of summer work is the Special Institutes for Public Welfare and Community work, which in turn has two divisions. The 1922 Special Institutes of Public Welfare will be the third to be held under the joint direction of the University and the State Department of Public Welfare. The purpose of the institutes is fourfold: to bring together in helpful conferences officials and workers; to discuss common problems and programs of public welfare; to raise standards of work and to stabilize public welfare in North Carolina; and to give momentum to the North Carolina Plan through co-operation with the State Department and county systems. A fifth or special purpose is found in the special days devoted to the North Carolina Public helping institutions. In enthusiasm, intense interest, and thoughtful discussions and contributions, the institutes have maintained a high standard throughout, due largely to the continuous application and attendance of

those present. It is believed that the contributions of this group will be of interest to all others in the field of public welfare in North Carolina. The special subjects will include Child Welfare, Mental Hygiene, the Administration of Public Welfare, Institutional Organization, and other problems of Public Welfare.

In addition to Mrs. Clarence A. Johnson, Commissioner of Public Welfare, there will be present to help also Hon. G. Croft Williams, Secretary of the South Carolina State Department of Public Welfare, and Hon. Burr Blackburn, Secretary of the Georgia State Department of Public Welfare. Heads and officials of North Carolina Institutions will be present to participate in the Institutes. There will be also a number of outstanding leaders in the National work, among whom are: Dr. Hastings H. Hart, Head of the Child Helping Department of the Russell Sage Foundation and President of the American Prison Congress; Miss Grace Abbott, Head of the Children's Bureau at Washington; Mrs. Martha Falconer, Director, Department of Protective Social Measures, American Social Hygiene Association; Dr. Mary Porter, Director of the Children's Bureau, Pennsylvania State Department of Public Welfare, and others.

The second special feature of the Summer Institutes will provide a regular six week's course for Red Cross Secretaries who will be eligible to elect the general courses in social work, but will also have a special supervisor provided from the Southern Division or from National Headquarters. Last Summer eighteen Secretaries were present from the States of North Carolina, Georgia, Florida, Tennessee, Alabama, Mississippi and Louisiana, and the results were very satisfactory. There were present also a number of other community leaders.

For further particulars, see announcements under *"Sociology"* and write for the March Bulletin of announcements of the School of Public Welfare.

Summer School News

A weekly publication known as the *Summer School News* will be issued each Saturday throughout the Summer Session. This publication will be conducted by a group of University students who are responsible for the publication of *The Tar Heel* during the regular session. Arrangements have been made whereby this publication will carry the weekly schedule of the Summer School, its official announcements, and news items of general interest to all Summer School students. The subscription price for the six weeks will be fifty cents which may be paid at the time of registration.

DEPARTMENTS OF INSTRUCTION

PART II—COLLEGE COURSES

The letter s, meaning summer, is prefixed to the numbers of courses to distinguish them from the numbers employed in the annual catalogue to designate the courses of the regular college year.

The letter N indicates that the course counts for "normal credit," i.e., credit towards a state certificate. The letter C indicates that a course is of college grade and may be counted towards the bachelor's degree; the abbreviation Grad. indicates that a course so marked is of graduate grade and may be counted towards the master's degree. One Summer School hour is counted as one-half a course for a term (quarter) of the regular session.

In most courses, it will be observed, the hours have not been scheduled. A daily schedule of recitations showing the hours and places of meeting will be given to each student on registering. Ask for this before you register.

Any changes in courses as announced will be published in a *Supplementary Announcement* prior to the opening of the Summer School. Ask for a copy of this before you register.

ACCOUNTING

s 1. PRINCIPLES OF ACCOUNTING.

Mr. Peacock. Credit, 1 course. C.

Prerequisite or corequisite, Economics 1-2. *Six hours a week.*

Lectures with laboratory work. Study of the theory of debit and credit; single proprietor, partnership and corporation accounts; the interest problem; depreciation; construction and analysis of accounting statements; accounting labor-saving devices; special partnership problems. Laboratory exercises in accounting problems and technique. Laboratory fee, $5.00.

s 2. PRINCIPLES OF ACCOUNTING

Mr. Peacock. Credit, 1 course. C.

Prerequisite, Accounting 1. *Six hours a week.*

Lectures and laboratory work. A continuation of the work begun in Accounting 1, together with a study of special types as consignments, adventure accounts, and approved sales. The student is also familiarized with voucher systems, corporation

accounting problems, principles of valuation and such fields of accounting as cost accounting, municipal accounting, and auditing.

Accounting 1 and 2 cover the same subject matter as previously included in Accounting 1, 2, 3, 4.

CHEMISTRY

Courses for Undergraduates

s 1. GENERAL DESCRIPTIVE CHEMISTRY.
MR. BELL and MR. SMITH. Credit, 1 course. C.
Fourteen hours a week.

A study of the non-metallic elements and their compounds. Daily lectures and weekly quiz. Laboratory work seven hours a week. Laboratory fee, $4.00.

s 2. GENERAL DESCRIPTIVE CHEMISTRY.
MR. BELL and MR. SMITH. Credit, 1 course. C.
Fourteen hours a week.

A study of the metals and their compounds. Daily lectures and weekly quiz. Laboratory work seven hours a week. Laboratory fee, $4.00.

s 21. SENIOR RESEARCH.
MR. BELL, MR. DOBBINS, MR. WHEELER. Credit, 1 course. C.
Daily.

This course corresponds to Chem. 21, or 22, or 23, research for Seniors in inorganic, organic or physical chemistry. Laboratory fee varies with the nature of the work.

s 31. QUALITATIVE ANALYSIS.
MR. DOBBINS and MR. TAYLOR. Credit, 1 course. C.
Six hours daily, June 22-*July* 13.

Lectures and laboratory work including practice with unknown mixtures. Laboratory fee, $10.00.

s 44. QUANTITATIVE ANALYSIS.
MR. DOBBINS and MR. SMITH. Credit, ½ course. C.
Four hours daily, July 14-*August* 3.

A pre-medical course in both gravimetric and volumetric methods of analysis. Laboratory fee, $7.50.

s 61. ORGANIC CHEMISTRY.
MR. WHEELER and MR. TAYLOR. Credit, 1 course. C.
Fourteen hours a week.

A course in elementary organic chemistry, covering the major portion of the aliphatic series. Lectures daily and three laboratory periods weekly. Gives credit for the A.B. or B.S. degree or for entrance to any Medical School. Laboratory fee, $7.00.

Courses for Graduates and Advanced Undergraduates

s 63. IDENTIFICATION OF PURE ORGANIC COMPOUNDS.
MR. WHEELER. Credit, ½ course. C.
Laboratory fee, $7.00. *Laboratory work daily.*

Note: All numbers of courses in this department are the same as those in General Catalog.

Courses Primarily for Graduates

s174. ADVANCED ORGANIC CHEMISTRY.
MR. WHEELER. Credit, ½ course. G.
Daily.

Seminar Course; readings and discussions of special chapters in Organic Chemistry.

s177. RESEARCH IN ORGANIC CHEMISTRY.
MR. WHEELER. Credit, 1 course. G.

This course is intended for applicants for advanced degrees. Laboratory work with daily conference with the professor and reference to the literature relating to the subject of research, which must be assigned or approved by the professor. Laboratory Fee, $10.00.

s194. ADVANCED PHYSICAL CHEMISTRY.
MR. BELL. Credit, 1 course. G.
Daily.

Seminar Course; readings and discussions of recent advances in Physical Chemistry.

s197. RESEARCH IN PHYSICAL CHEMISTRY.
MR. BELL. Credit, 1 course. G.

The statements made in regard to course s177 apply also to this course.

ECONOMICS

s 1. GENERAL ECONOMICS.
MR. WOOSLEY. Credit, ½ course. C.
Five hours a week.

This course covers the same ground as Economics 1 in the regular session, and is planned to give an understanding of the general principles underlying onr complicated industrial life. An analysis is made of consumption, production and distribution. The forces which operate in markets to determine value and prices are studied, together with the principles involved in the regulation of prices.

s 2. ECONOMIC PROBLEMS.

MR. MURCHISON. Credit, ½ course. C.
Five hours a week.

The subject matter is the same as that of Economics 2 in the regular session. A brief introduction is given to money, credit and banking; monopoly and business combinations; transportation; labor problems; and socialism. The object will be to give the student an understanding of the fundamental aspects of these subjects, sufficient for a comprehensive, well-organized basis for independent constructive thinking, or an adequate foundation for advanced study in the field of economics and industry. Prerequisite or co-requisite Economics 1.

s 3. MONEY.

MR. MURCHISON. Credit, ½ course. C. or G.
Five hours a week.

A study of the principles, functions and forms of money, the relation of money to prices and business conditions. The ground covered in the course is the same as in Economics 4 in the regular session, but it is treated in a briefer way.

s 4. BANKING.

MR. MURCHISON. Credit, ½ course. C. or G.
Five hours a week.

This course deals with the nature of credit and banking; their function in our economic life; the organization of the banking business and its relation to industrial undertakings; discounting operations and current banking problems. The content of this course corresponds to that of Economics 4 in the regular session, but is treated in a briefer way.

s 5. MARKETS AND MARKETING.

MR. MURCHISON. Credit, ½ course. C.
Five hours a week.

The course deals with the organization, methods, principles and policies of the various types of markets. The leading industries are considered with reference to the nature of the product and the processes in production which influence marketing; the nature of the markets, and the mechanism and methods of marketing. Such problems as standardization, brand development, and price policies are also considered.

s 16. THEORIES OF ECONOMIC REFORM.
MR. CARROLL. Credit, ½ course. C. or G.
Five hours a week.

The object of this course will be to examine critically the most prominent of the current proposals of economic reform, such as socialism, Bolshevism, the single tax, profit sharing and labor co-partnership, and industrial democracy. This course may be taken by those who wish neither college nor graduate credit.

EDUCATION

s 2a. PRINCIPLES OF EDUCATION.
MR. MOSHER. Credit, ½ course. C.
Five hours a week.

This course is of sophomore grade and is intended to give the student a general view of the field of education. It has in mind two objectives: first, to give information about the school as an institution in modern society; and second, to state very concretely what some of the problems are in this institution. Thus it is designed for any student whether he intends to teach or not. The biological, psychological, sociological, economic, and administrative principles will be discussed. Lectures, readings, discussions.

s 3a. METHODS IN EDUCATION.
MR. NOBLE. Credit, ½ course. C.
Five hours a week.

This course is a course in general methods based on Education 2. A study of the methods employed in elementary and secondary schools. Required of sophomores in the School of Education, and open to juniors and seniors in the College of Liberal Arts who purpose teaching. Lectures, readings, reports, and discussions.

s 13. CONSTRUCTIVE SUPERVISION.
MR. BROGDEN. Credit, ½ course. C. or Grad.
Five hours a week.

The purpose of this course is to meet the needs of rural school supervisors, principals of high schools, and superintendents in the supervision of classroom instruction; to aid the members of the class in the recognition and formulation of the basic principles of teaching as exemplified in the actual teaching of the various subjects in the course of study; to aid them in the recognition and formulation of definite standards by which to judge

the quality of the teacher's instruction; and through assigned readings, reports, and discussions to bring the teachers into an intimate acquaintance with some of the best professional literature on methods of teaching.

In this course the members of the class will observe and study at first hand in the demonstration classes the teaching of the characteristic lesson types, the Inductive, the Drill, the Review, and the Lesson of Appreciation.

s 15. CLASS MANAGEMENT.

MR. PUSEY. Credit, ½ course. C.
Five hours a week.

The course will consider the problems incident to the management of the class or grade as distinct from the management of a school. Topics of class routine, lesson planning, conduct of the recitation, etc., will be discussed. Textbook, lectures, readings, reports.

s 17. HISTORY OF EDUCATION IN NORTH CAROLINA.

MR. NOBLE. Credit, ½ course. C.
Five hours a week.

The purpose and development of educational theories in North Carolina as seen in public, private, charity, and church schools. A comparative study of public education in North Carolina and other selected typical states of the American Union. Lectures, discussions, and assigned readings.

s 18. HISTORY OF EDUCATION.

MR. BAKER. Credit, ½ course. C.
Five hours a week.

A study of the educational institutions and practices of ancient and modern nations, tracing the sources and development of present-day theories and educational processes. Textbooks, collateral readings, and themes. Cubberley's *History of Education* will be used as the basis of this course. Open to juniors and seniors.

s 19. INTRODUCTORY PSYCHOLOGY (See Psychology s 19.)

s 20. PSYCHOLOGY OF CHILDHOOD AND ADOLESCENCE (See Psychology s 20.)

s 21. ELEMENTARY EDUCATIONAL PSYCHOLOGY (See Psychology s 21.)

s 23. EDUCATIONAL PSYCHOLOGY (See Psychology s 23.)

s 25. THE JUNIOR HIGH SCHOOL.

MR. PUSEY. Credit, ½ course. C.
Five hours a week.

Various specific problems will be considered as resulting from the reorganized school. The topics discussed will include arguments for and against the movement, essential characteristics of the Junior High School, present status and special features of representative schools, organization of curricula, criteria, for selection and organization of studies and other school activities. Individual investigatons and reports on special problems, prescribed readings, class discussion.

s26a. PUBLIC SCHOOL EDUCATION IN THE SOUTH.

MR. KNIGHT. Credit, ½ course. C.
Five hours a week.

This course will give a survey of public school education in the Southern States with special attention to development in recent years, to present problems in organization, administration, and supervision, and to the improvements needed for the proper solution of present-day rural life problems. Special attention will be given to educational conditions and problems in North Carolina. Textbook, lectures, readings, investigations, and special reports.

s 27. MENTAL EXAMINATION METHODS. (See Psychology s 27.)

s 28. MENTALLY DEFICIENT CHILDREN. (See Psychology s 28.)

s31a. RURAL EDUCATION.

MR. KNIGHT, assisted by MR. DRIVER.* Credit, ½ course. C. or Grad.
Five hours a week.

This course is planned for teachers and principals of rural or village schools, county superintendents and supervisors. It will con ider the principal problems of rural education in the United States with special emphasis on conditions in North Carolina and the South. The curriculum, methods of teaching, problems of support, administration, health, recreation, methods of training teachers in service, the increasing demand for professional direction and supervision, the county unit plan, consolidation and transportation will be studied. Textbook, lectures, investigations, special reports, and illustrative lectures.

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*Professor Lee L. Driver, Director of the Bureau of Rural Education for the State of Pennsylvania, July 24-28.

s51a. PRINCIPLES OF SECONDARY EDUCATION.
MR. MOSHER. Credit, ½ course. C. or Grad.
Five hours a week.

This course will consider the fundamental principles determining the theory and practice of secondary education with emphasis on the position of the American high school in relation to the ideals of American democracy. The course will include the application of these principles to an analysis of the subjects in the program of studies. Inglis' *Principles of Secondary Education* will form the basis of the course.

s52a. HIGH SCHOOL METHODS.
MR. MOSHER. Credit, ½ course. C.
Five hours a week.

This course will consist largely of methods of teaching suited to the secondary school pupil but will also include routine prob- of economy of management, discipline, testing, and marking. The consideration of Colvin's *Introduction to High School Teaching* will form an important part of the course.

s61a. EDUCATIONAL ADMINISTRATION.
MR. BAKER. Credit, ½ course. C.
Five hours a week.

A systematic course in educational administration, dealing with the general principles underlying public school administration in nation, state, county, and local district. *Cubberley's Public School Administration* will be used as the basis of this course. Open to juniors and seniors.

s62a. EDUCATIONAL MEASUREMENTS. (Elementary Course).
MR. TRABUE. Credit, ½ course. C. or Grad.
Five hours a week.

An introductory course which will serve to acquaint members of the class with the method of administering, scoring, tabulating and using the results of several of the more commonly used tests and scales in measuring the mentality and the achievement of pupils in the elementary schools. Lectures, laboratory work, readings, reports.

NOTE:—This course is open to graduate students as of the class of "courses for graduates and undergraduates."

s 65. SCHOOL FINANCE.

MR. PUSEY. Credit, ½ course. C.
Five hours a week.

A study of the sources and distribution of school funds considered from the viewpoint of state, city, county and local district. Special attention will be given to the legal and administrative provisions concerning school funds in North Carolina. Lectures, assigned readings, and reports.

s101a. PROBLEMS IN SECONDARY EDUCATION.

MR. WALKER and MR. MOSHER. Credit, ½ course. Grad.
Five hours a week.

This course is intended for graduate students and is primarily a course in investigation. To be admitted to it a student must have pursued other courses in secondary education. A student who has not taken Education 51 may be admitted only with the special permission of the instructor. At the beginning of the course each student is resuired to select some one problem for special investigation. The problem for investigation may be chosen by the student but must be subject to the approval of the instructor both as to field and method. A thesis will be required of each student. Throughout the course regular class discussions will be held on various problems in secondary education and assigned readings will be required.

NOTE:—Since the problems studied in this course change from year to year students may take the course more than once and find new and fresh material each time.

s104. EDUCATIONAL AND SOCIAL STATISTICS.

MR. TRABUE. Credit, ½ course. Grad.
Five hours a week.

An advanced course which will consider the theory of statistical method, the derivation of tests, the graphic presentation of statistical data, proper handling of social and educational statistics. The elementary course in tests and measurements, or its equivalent is a prerequisite.

s108. ADMINISTRATIVE PROBLEMS.

MR. TRABUE. Credit, ½ course. Grad.
Five hours a week.

An advanced course conducted as a seminar in which some one or more specific problems of school administration will be taken up and studied in considerable detail. An intensive course. It

is probable that for this year the problem of schoolhouse equipment will be considered. Lectures, investigations, readings, reports.

NOTE:—Since the problems studied in this course change from year to year students may take the course more than once and find new and fresh material each time.

s109. EDUCATIONAL CLASSICS.

MR. BAKER. Credit, ½ course. Grad.
Five hours a week.

An intensive study of the historical setting, content and purpose of certain educational masterpieces, which mark important movements in the development of educational practice. Such classics as Plato's *Republic*, Rousseau's *Emile*, Spencer's *Education* and others will be considered. The course is conducted on the seminar plan and requires individual investigation and report upon selected topics in addition to readings prescribed for the group.

s121. EDUCATIONAL SOCIOLOGY. (See Sociology s 121.)

s126a. STUDIES IN SOUTHERN EDUCATION.

MR. KNIGHT. Credit, ½ course or 1 course. Grad.
Five hours a week.

This is an advanced course in which special subjects, topics, and problems in education in the South will be studied in detail. It will be conducted in conference or seminar fashion. Education s26 or Education s31, or its equivalent, required as a prerequisite or parallel. Lectures, special investigations, and reports.

Other Courses Carrying Professional Credit

In addition to the courses listed above under the head of "Education," the following courses offered in other departments also carry "professional" credit for state certificates:

English s11a. THE TEACHING OF ENGLISH IN THE HIGH SCHOOL.

French s5. THE TEACHING OF FRENCH IN THE HIGH SCHOOL.

Geography s11. THE TEACHING OF GEOGRAPHY IN THE HIGH SCHOOL.

German s15. THE TEACHING OF GERMAN IN THE HIGH SCHOOL.

History s26. THE TEACHING OF HISTORY IN THE HIGH SCHOOL.

Latin s11. THE TEACHING OF LATIN IN THE HIGH SCHOOL.

Library Science s5. LIBRARY ORGANIZATION AND METHODS.

Mathematics s51. THE TEACHING OF MATHEMATICS IN THE HIGH SCHOOL.

Physics s13. TEACHERS' COURSE.

Rural Social Economics s13. LABORATORY.

NOTE:—Rural Social Economics s13 may count for "professional" credit for students who select educational problems for investigation and report.

ENGLISH

s11a. THE TEACHING OF ENGLISH IN THE HIGH SCHOOL.
MR. GREENLAW. Credit, ½ course. C. or G.
Five hours a week.

A study of the high school course in English, chiefly from the point of view of literature as a means of training for culture and for good citizenship, but with some attention to the problem of English composition. In 1922 the chief emphasis will be placed upon the first two years of the high school course; in 1923 English s11b will be devoted to the last two years of the course. Graduate students will be required to write a term paper or to present the results of the investigation of a special problem.

s 12. ENGLISH COMPOSITION.
MR. HOWELL. Credit, 1 course. C.
Ten hours a week.

This course will cover the same ground as the required Freshman English. It may be taken by students who have failed previously in English 1, or by students who have not yet had it.

s 13. ENGLISH LITERATURE.
MR. HIBBARD. Credit, 1 course. C.
Ten hours a week.

This course will cover the same ground as the second term of the required Sophomore English. It may be taken by students who have failed previously in English 4, or by students who have not yet had it.

s 14. DRAMATIC INTERPRETATION AND PLAY PRODUCTION.
MR. MCKIE. Credit, ½ course. C.
Five hours a week.

A course in theory and practice, with emphasis on character interpretation and acting. Some attention will be paid to the choice of plays, the making of the prompt-book, the selection of the cast, and the essentials of stagecraft.

s 23. THE SHORT STORY.

MR. HIBBARD. Credit, ½ course. C.
Five hours a week.

A composition course designed primarily to offer students an opportunity for short story writing and to familiarize them with the form. In addition to intensive study of a few stories, the class will be expected to read in suggested fields.

s 37. SHAKESPEARE'S COMEDIES.

MR. MCKIE. Credit, ½ course. C.
Five hours a week.

A rapid reading of all the comedies with intensive study of two.

s 57. RECENT ENGLISH POETRY.

MR. HOWELL. Credit, ½ course. C.
Five hours a week.

A study of such poets as Swinburne, George Meredith, Kipling, Noyes, and Masefield.

s60a. AMERICAN LITERATURE.

MR. GREENLAW. Credit, ½ course or 1 course. C. or G.
Five or ten hours a week.

An advanced course, presupposing an acquaintance with the general history of American literature, with the writings of the major authors, and with American political and social history. In 1922 the course will be devoted to a study of the interpretation of the American character and ideals in the works of Hawthorne, Emerson, and Whitman. The readings will include *Twice-Told Tales* (selections); *Mosses from an Old Manse* (selections); *The Scarlet Letter*; *The House of the Seven Gables*; *The Marble Faun;* Emerson's *Essays, First and Second Series;* and selections from the poetry and prose of Whitman. Students taking English s60a as a full course will be required to hand in a term paper embodying the results of research in some topic connected with the course.

s 71. MODERN DRAMA.

MR. MCKIE. Credit, 1 hour. C. or G.
Five hours a week.

A study of representative modern dramatists beginning with Ibsen. The Irish Theatre and the Little Theatre movement in America will be considered.

s83a. CHAUCER.

MR. STEADMAN. Credit, ½ course. C. or G.
Five hours a week.

No previous training in Old or Middle English is required. The work of the course will consist chiefly of a reading and discussion of Chaucer's works, with only so much of grammar and syntax and of other reading as will be necessary for an understanding and appreciation of Chaucer.

s85a. HISTORY OF THE ENGLISH LANGUAGE FOR TEACHERS.
MR. STEADMAN. Credit, ½ course. C. or G.
Five hours a week.

This course is designed to give the necessary foundation for the intelligent teaching of English Grammar and Composition in the High School through a study of the nature of the language and of modern usage.

s141. RESEARCH IN A SPECIAL FIELD.
MR. GREENLAW and MR. STEADMAN. Credit, ½ course or 1 course.
Open only to graduates whose major is in English.

This course is designed primarily for students writing their theses for the degree of Master of Arts in the Department of English.

FRENCH

Each of the French courses outlined comprises the work of one-half of the corresponding college courses as given in one quarter. It is often desirable to complete by concentrated study the work of a whole quarter in a given course, and the Advisory Committee on Administration reserves the right on consultation with the French Department to make such an extension of hours in a given course as will permit the completion of a full quarter's work. To this end the right is also reserved to withdraw any course or courses for which the registration is small.

s 1. ELEMENTARY COURSE.
MR. SILIN. Credit, 1 hour. N.
Five hours a week.

This course is intended for those who have not previously studied French. It begins with a study of the essentials of French grammar, and the writing of simple English into French. Special stress is placed upon the acquisition of a good pronunciation. The course corresponds as nearly as possible to French 1, as announced in the University catalogue, and when successfully pursued it will be accepted as part of the college entrance requirements in French. Text-books: Fraser and Squair, *Shorter French Course* (D. C. Heath & Co.); Aldrich and Foster, *French Reader* (Ginn & Co.).

s 2. ELEMENTARY COURSE.

MR. HARONIAN. Credit, 1 hour. N.
Five hours a week.

Continuation of Course s 1. The study of the principles of French grammar is continued, and also the writing of English into French. The reading of modern French prose. This course corresponds as nearly as possible to French 2, as announced in the University catalogue, and when successfully pursued it will be accepted as part of the college entrance requirements in French. Text-books: Fraser and Squair, *Shorter French Course* (D. C. Heath & Co.); Aldrich and Foster, *French Reader* (Ginn & Co.); Monvert, *La Belle France* (Allyn & Bacon); Labiche, *Le Voyage de M. Perrichon* (Henry Holt & Co.).

s 3. ADVANCED COURSE.

MR. HARONIAN. Credit, ½ course. C.
Five hours a week.

This course presupposes one year's successful study of college French. It will include a review of the principles of French grammar, with practical composition, and the reading of modern French literature. Pronunciation and dictation will receive especial attention. The course corresponds as nearly as possible to French 3, as announced in the University catalogue, and when successfully pursued it will be accepted as part credit for that course. Text-books: Fraser and Squair—*Shorter French Course.* (D. C. Heath & Co.), and other texts.

s 4. ADVANCED COURSE.

MR. HARONIAN. Credit, ½ course. C.
Five hours a week.

Continuation of Course s 3. The study of the principles of French grammar, with composition and dictation, will be continued, and also the reading of modern French literature. This course corresponds as nearly as possible to French 4, as announced in the University catalogue, and when successfully pursued it will be accepted as part credit for that course. Text-books: Fraser and Squair, *Shorter French Course* (D. C. Heath & Co.), and other texts.

s 5. THE TEACHING OF FRENCH IN THE HIGH SCHOOL.

MR. SILIN Credit, ½ course. C.
Five hours a week.

This course consists of a study of the French vowel and consonant sounds, by means of the phonetic method, and selections of French prose are written in phonetic transcription. An attempt is made, by frequent dictation, to train the ear to recognize

French sounds. Discussion of teachers' problems. Outside reading with written tests. Text-books: Matzke, *A Primer of French Pronunciation* (Henry Holt & Co.), and other texts.

s 6. FRENCH CONVERSATION AND COMPOSITION.
MR. SILIN — Credit, ½ course. C.
Five hours a week.

The object of this course is to give an opportunity of hearing idiomatic French spoken and of acquiring facility in the use of the language. Topics of general interest discussed; practice also in writing French. This course is open to those who have passed French 3-4 of the University curriculum or French s 3 and French s 4 with a grade not lower than 3.

GEOGRAPHY

s 5. COMMERCIAL AND INDUSTRIAL GEOGRAPHY.
MR. COBB. — Credit, 1 course. C.
Lectures five hours a week.

Elementary Course for freshmen in the School of Commerce. This course covers the fall term or the spring term of Geology 5 as announced in the University Catalogue.

s 11. THE TEACHING OF GEOGRAPHY IN THE HIGH SCHOOL.
MR. COBB. — *Five hours a week.*
Credit, ½ course. C.

This course will be devoted more especially to the methods of teaching American geography. It will also emphasize the use and construction of maps, modeling, neighborhood geography, and geographical influences in commerce and industry. Lectures, laboratory and field work, text-books, reports and reading.

s 22. COMMERCIAL AND INDUSTRIAL GEOGRAPHY.
MR. COBB. — Credit, 1 course. C.
Lectures five hours a week.

This course covers the winter term of Commercial and Industrial Geography (Geology 22) as announced in the University catalogue. Lectures, laboratory work, reading and reports.

GEOLOGY

s 13. INTRODUCTORY GEOLOGY.
MR. PROUTY. — Credit, 1 course. C.
Lectures five hours a week.

Dynamical and Structural Geology; materials of the earth and the agencies affecting them; processes and their results as a key to the interpretation of the earth's history, with special

reference to that of North Carolina. Field and laboratory work. This course is the equivalent of Geology 1, as announced in the University catalogue. Text-book: Cleland, *Geology, Physical and Historical.* Laboratory fee, $2.00.

s 14. HISTORICAL GEOLOGY.
MR. PROUTY. Credit, 1 course. C.
Lectures five hours a week.

The history of the earth and the evolution of its organisms. Lectures and laboratory work. This course is the equivalent of Geology 2, as announced in the University catalogue. Text-book: Cleland. Laboratory fee, $2.00.

s 16. ADVANCED GEOLOGICAL FIELD WORK.
MR. PROUTY. Credit, 1 course. C. or Grad.
Six afternoons a week.

This course consists of the making of a detailed base map of a small area and the working out of the geology of the region. This is the equivalent of Geology 51 or 52 of the regular session.

GERMAN

Each of the German courses outlined comprises the work of one-half of the corresponding college courses as given in one quarter. It is often desirable to complete by concentrated study work of a whole quarter in a given course, and the Advisory Committee on Administration reserves the right on consultation with the German Department to make such an extension of hours in a given course as will permit the completion of a full quarter's work. To this end the right is also reserved to withdraw any course or courses for which the registration is small.

Students intending to take German courses are requested to inform the Director of the Summer School of this fact in advance.

s 1. ELEMENTARY COURSE
MR. TOY. Credit, 1 hour. N.
Five hours a week.

This course is intended for those who have no previous acquaintance with the language and for those who are interested in the new methods of teaching beginners. There will be oral practice, and the inflections and the common laws of syntax will be learned practically. The class will make written summaries in German and translate simple German prose. Daily exercises in dictation. This course corresponds in part to one-quarter of German 1 as scheduled in the University catalogue. When successfully completed it will be accepted as part of the college entrance requirement in German.

s 2. ELEMENTARY COURSE.

MR. TOY. Credit, 1 hour. N.
Five hours a week.

Practical exercises in grammar and translation of Geramn prose, with dictation. Oral methods will be used, as far as possible, in continuation of the Course s 1. This course corresponds in part to one quarter of German 2 as scheduled in the University catalogue. When successfully completed it will be accepted as part of the college entrance requirement in German.

s 3. ADVANCED COURSE.

MR. BACHMANN Credit, ½ course. C.
Five hours a week.

This course presupposes at least one year's successful study of German. There will be a review of important points of grammar, but attention will be directed chiefly to wide reading. Colloquial exercises, composition, and dictation will be a distinct feature of the course. Text-books: Vos. *Essentials of German,* fourth edition (New York, Henry Holt & Co.); selected texts: Chiles, *German Prose Composition* (Boston, Ginn & Co.). This course corresponds in part to one quarter of German 3 as scheduled in the University catalogue. When successfully completed it will be accepted for credit as part of German 3.

s 4. ADVANCED COURSE.

MR. BACHMANN. Credit, ½ course. C.
Five hours a week.

Continuation of the course s 11. There will be a review of important points of grammar not included in the previous course s 11; composition, dictation, and wide reading of German prose. This course corresponds in part to one quarter of German 4 as scheduled in the University catalogue. When successfully completed it will be accepted for credit as part of German 4. Textbook: Vos, *Essentials of German,* fourth edition (New York, Henry Holt & Co.); selected texts.

s 15. THE TEACHING OF GERMAN IN THE HIGH SCHOOL.

MR. TOY. Credit, ½ course. C.
Five times a week.

This course is offered to supplement the training of teachers of elementary German. There will be given a thorough exposition of the laws of pronunciation and practical illustration of the methods of treating elementary grammar, along with oral exercises and translation of texts adapted to high school work.

The direct and other methods will be discussed in daily conferences. The course is not open to beginners.

NOTE:—Of course s 22 and s 15 only one will be given. The selection of the course to be given will be determined by the demand as shown in the registration.

s 22. GERMAN LITERATURE.

MR. TOY. Credit, ½ course. C. or Grad.
Five hours a week.

Lectures on German literature. Reading and interpretation of Schiller's *Wilhelm Tell.* This course corresponds in part to German 22 as scheduled in the University catalogue. When satisfactorily completed, it will be accepted as partial credit.

HISTORY AND GOVERNMENT

s 1a. GOVERNMENT.

MR. HAMILTON. Credit, ½ course. C.
Five hours a week.

An introductory study of the government of the United States dealing with its historical development and the actual workings of the federal machinery. Text-book, lectures and readings. This course and Government s 1b to be given in 1923 will be equivalent to Government 1.

s 1a. HISTORY: FOUNDATIONS OF MODERN EUROPEAN HISTORY, 1500-1789.

MR. GRAHAM. Credit, ½ course. C.
Five hours a week.

A general course dealing with the fundamental factors in modern civilization. The emphasis of the course will rest upon the intellectual revaluation, the rise of nationalism, European expansion, the Protestant revolt, and colonial and dynastic rivalries. Text-book, lectures, and readings. This course and History s 1b to be given in 1923 will be equivalent to History 1.

s 7a. AMERICAN HISTORY.

MR. HAMILTON. Credit, ½ course. C.
Five hours a week.

A brief study of the social and economic development of the English Colonies in America from their foundation to the separation from another country. Lectures, text-books and readings. This course and History s 7b to be given in 1923 will be equivalent to History 7.

s 8b. HISTORY: UNITED STATES HISTORY. The Contemporary Period, 1877-1916. Credit, ½ course. C.
MR. PIERSON. *Five hours a week.*

A general study of the political, economic, and social aspects of American history from the close of the Civil War and Reconstruction period to the opening of the World War. This course and History s 8a (to be offered in 1923) may be considered as the equivalent to History 8. Lectures, text-books, and readings.

s 23. HISTORY: TH'E FRENCH REVOLUTION.
MR. PIERSON. Credit, ½ course. C. or G.
Five hours a week.

An analysis of the causes, a consideration of the principles, and an estimate of the achievements and significance of the French Revolution will be attempted in this course. Some attention, also, will be directed to the communication of the revolutionary ideas and institutions to the rest of Europe. Lectures, reports, and text-books.

s 26. HISTORY: THE TEACHING OF HISTORY IN THE HIGH SCHOOL.
MR. PIERSON. Credit, ½ course. C.
Five hours a week.

This course in 1922 will be devoted chiefly to the study of methods of teaching American history. Such topics will be considered as the use of maps; high school libraries and reference reading; sources and documents; methods of note-taking; the value of American history. The discussion of these and other related topics will be based upon illustrations taken from American history. Lectures, text-books, reports, and readings.

s 28. THE MIDDLE PERIOD OF AMERICAN HISTORY, 1815-1850.
MR. GRAHAM. Credit, ½ course. C. or G.
Five hours a week.

The course deals with the political and economic results of the War of 1812, the rise of the new West, Jacksonian Democracy in its political, social and economic aspects, parties and slavery, the Mexican War and the Compromise of 1850.

LATIN

s 4. VERGIL.
MR. HENRY. Credit, 1 hour. N. or C.
Five hours a week.

A course designed for teachers who aim to improve their acquaintance with the Aeneid; translation from the first 6 books of

the Aeneid, and study of meter. Text-book: Any standard text of the *Aeneid.*

s 11. THE TEACHING OF LATIN IN THE HIGH SCHOOL.
MR. HOWE. Credit, ½ course. C.
Five hours a week.

A course for teachers, based on the authors usually taught in the high school. The topics to be delivered will include; assignment of lessons, grammar, translation, vocabulary, use of outside material in the interpretation of the text, methods of recitation, etc.; lectures, assigned readings; reports and discussions. Text-book: Any standard edition of *Caesar*, *Cicero*, and *Vergil.*

s 15. SEMINAR COURSE.
MR. HOWE. Credit, ½ course. C. or Grad.
Five hours a week.

The subject to be studied will be selected at the first meeting of the class. The selection is postponed until that time in order to meet the requirements of the students who apply for it. Suggested topics are: Cicero's works apart from the orations; Historical Literature; Epistolary Literature; Tacitus' works; Latin Inscriptions, Ovid's Poetry, Lectures, readings, and reports.

s 16. CLASSICAL DRAMA.
MR. HENRY. Credit, 1 course. C.
Five hours a week.

A study of Latin comedy and tragedy and of their development from Greek forms. Reading of select plays of Plautus, Terence, or Seneca.

s 17. CICERO.
MR. HOWE. Credit, ½ course. C. or G.
Five hours a week.

The course will deal with Cicero's life and literary works, including some study of orations. The aim is to secure an understanding of Cicero which will provide a background for the teaching of the orations in the High School.

LIBRARY SCIENCE

s 1. LIBRARY ORGANIZATION AND METHODS.
MR. WILSON. Credit, 1 hour. N. or ½ course. C.
Five hours a week.

An elementary course in the organization and management of school and public libraries. (a) General lectures on book selection and buying; children's reading; reference work with pupils in the high school and grades; materials for declaiming, essay writing, and debating. (b) Technical lectures on the care

of books; accession records; classification and book numbers; cataloguing, charging systems, binding and mending books; care of periodicals and pamphlets. (c) Practice in the University Library. (d) Assigned readings.

Note: This course will not be offered unless applied for in advance by as many as ten students.

s 5. LIBRARY ORGANIZATION AND METHODS.
MR. WILSON. Credit, ½ course. C.
Five hours a week.

An elementary course in the organization and management of school and public libraries. (a) General lectures on book selection and buying; children's reading; reference work with pupils in the high school and grades; materials for declaiming, essay writing, and debating. (b) Technical lectures on the care of books; accession records; classification and book numbers; cataloguing, charging systems, binding and mending books; care of periodicals and pamphlets. (c) Practice in the University Library. (d) Assigned readings.

NOTE:—This course will not be offered unless applied for in advance by as many as ten students.

MATHEMATICS

N. O. SOLID GEOMETRY.
Credit, 1 hour. N.
Five hours a week.

A regular course in solid geometry with emphasis upon applications.

s 1. COLLEGE ALGEBRA.
MR. WINSOR. Credit, 1 hour. N. or ½ course. C.
Five hours a week.

A course in algebra from the point of view of functions, including a study of the number system of algebra, the fundamental operations, progressions, functions of first, second and higher degrees; also exponential and logarithmic functions and determinants. If a sufficient number desire it this course will be given as a double course in order that it may be the equivalent of Mathematics 1 in the University catalogue.

s 2. PLANE TRIGONOMETRY.

MR. HOBBS. Credit, 1 course. C.
Five hours a week.

In order to make this course the equivalent of the course in trigonometry given in the University (Mathematics 2) the daily assignments will be twice as long as those given in that course, hence it must be considered as the equivalent of two Summer School courses.

s 3. ANALYTIC GEOMETRY.

MR. HOBBS. Credit, ½ course. C.
Five hours a week.

The algebraic or analytic method in geometry. Special stress is put upon the locus of an equation and the equation of a locus. The conic sections are studied and various other curves, especially the exponential and periodic types. Text: Smith and Gale *New Analytic Geometry.*

s 4. DIFFERENTIAL CALCULUS.

MR. WINSOR. Credit, ½ course. C.
Five hours a week.

The derivatives of functions and their applications to geometry and mechanics. Text: Granville *Differential and Integral Calculus.*

s 5. INTEGRAL CALCULUS.

MR. WINSOR. Credit, ½ course. C.
Five hours a week.

The integrals of functions and their applications in geometry and mechanics. The definite integral is the chief topic of the course. Text: Granville *Differential and Integral Calculus.*

s 6. ADVANCED PLANE GEOMETRY.

MR. HOBBS. Credit, ½ course. C.
Five hours a week.

The purpose of this course is to give teachers an opportunity to gain a wider knowledge of the field of euclidian geometry than is possible in our high school classes. It deals with the geom etry of the triangle and circle, inversion, harmonic ratio and perspectivity.

s 10. DIFFERENTIAL EQUATIONS.

Credit, ½ course. C.
Five hours a week.

A short course equivalent to Mathematics 10e in the University catalogue.

s 13. THEORY OF EQUATIONS.

Credit, ½ course. C.
Five hours a week.

Complex numbers, roots of equations, cubic and quartic equations, Graphs, solution of numerical equations, determinants, symmetric functions and elimination. Text: *First Course in the Theory of Equations*, by L. E. Dixon.

s 51. THE TEACHING OF MATHEMATICS IN THE HIGH SCHOOL.
MR. HOBBS. Credit, ½ course. C.
Five hours a week.

A study of the content and arrangement of the material of high school mathematics in accordance with the recommendations of The National Committee on Mathematical Requirements.

s 52. ELEMENTARY PROJECTIVE GEOMETRY.

Credit, ½ course. C.
Five hours a week.

The fundamental notions of projective geometry: projection, section, perspectivity, etc. Both analytic and geometric methods are employed. Projective correspondence, involution and general projective relations between one dimensional forms are studied.

MUSIC

s 1. GENERAL PROBLEMS OF MUSIC SUPERVISION.
MR. WEAVER. Credit, 1 hour. N. and C.
Five hours a week.

A survey and study of the problems of school music teaching This course is planned as a supplement to the methods courses listed below, and all special teachers of music should register for both this course and one or more courses in methods. The underlying pedagogical, psychological and musical principles of the different series of music texts will be studied and compared.

s 2. PUBLIC SCHOOL MUSIC METHODS (A).
MISS PRATT. Credit, 1 hour. N. and C.
Five hours a week.

Covering grades one to three inclusive, based on the Progressive Music Series. Materials and methods; rote songs, singing games, etc.; preparation for and beginning of the sight-reading process; appreciation of music.

s 3. PUBLIC SCHOOL MUSIC METHODS (B)

MISS HAYES. Credit, 1 hour. N. and C.
Five hours a week.

Covering grades one to three inclusive, based on the Hollis Dann Music Series. Topics the same as those given under Course s 2.

s 4. PUBLIC SCHOOL MUSIC METHODS (C).

MISS PRATT. Credit, 1 hour. N. and C.
Five hours a week.

Covering grade 4 to the High School, based on the Progressive Music Series. Associative and adolescent periods; sight-reading problems; part-singing; appreciation of music; instrumental classes. Course s 2 or its equivalent should precede this course.

s 5. PUBLIC SCHOOL MUSIC METHODS (D).

MISS HAYES. Credit, 1 hour. N. and C.
Five hours a week.

Covering grade 4 to the High School, based on the Hollis Dann Music Series. Topics the same as those given under Course s 4.

s 6. HIGH SCHOOL MUSIC.

MR. BREACH. Credit, 1 hour. N. and C.
Five hours a week.

Organization and planning of courses in music in the high school; materials; credits; chorus work, orchestras and bands; glee clubs; voice and instrumental classes.

s 7. SIGHT-SINGING AND EAR-TRAINING.

Section (A) MISS PRATT. Credit, 1 hour. N. and C.
Section (B) MISS HAYES. *Five hours a week.*

A beginners' course in the process of reading music at sight and recognizing and reproducing music at first hearing. The Sol-Fa syllables are used, and the material is such as would be read in the first three grades.

s. 8. SIGHT-SINGING AND EAR-TRAINING (C).

MR. BREACH. Credit, 1 hour. N. and C.
Five hours a week.

A continuation of Course s 7, open to any student who can do the work outlined therein. The material of this course is that used from the fourth grade on.

s 9. APPRECIATION OF MUSIC.

MR. WEAVER. Credit, 1 hour. N. and C.
Five hours a week.

An illustrated course intended primarily for those having little musical education who want to learn how to listen to music intelligently.

s 10. VOICE LESSONS.

MR. BREACH and MR. HAMILTON.

Individual instruction in voice placement, breathing, enunciation, phrasing, accent, rhythm, song interpretation. After registering the pupil must see the teacher assigned, pay fee and present receipt before receiving lessons. Fee, $12.00 for 12 lessons.

s 11. PIANO LESSONS.

MR. BREACH and MR. HAMILTON.

Technical work, interpretation, repertoire development, coaching. Registration and fee requirements same as for course s 10.

s 12. VIOLIN LESSONS.

Individual violin lessons will be provided under a competent teacher if a sufficient number of applications are received before the opening of the term. Registration and fee requirements same as for course s 10. Apply to Summer School Management or Mr. Weaver.

THE SUMMER SCHOOL CHORUS. As in preceding years, a chorus of selected voices will be formed at the beginning of the term which will rehearse daily and will present, with the assistance of soloists, programs during the latter part of the term. The work to be studied will be announced later.

COMMUNITY SINGS. The entire body of students, faculty and townspeople will join in Community sings at intervals during the session. These sings will be held out-of-doors, and will be of a recreational and inspirational character.

THE SUMMER SCHOOL ORCHESTRA. All students who play orchestral instruments are urged to bring them to Chapel Hill and to play in the Summer School Orchestra. Simple material will be used, and the work should be of especial interest to those who are working with school orchestras.

RECITALS. In addition to the recitals by visiting artists, free public recitals will be given by members of the music department at times to be announced later.

PHYSICS

s 1. ADVANCED COURSE.

MR. PATTERSON and MR. DAUGHERTY. — Credit, 1 course. C. *Twelve hours a week.*

Mechanics of solids, liquids and gases; sound. Five lectures and seven laboratory hours a week. This course is the equivalent of one term of Physics 1-2 as scheduled in the University catalogue. Text-book: Kimball, *College Physics.*

s 2. ADVANCED COURSE.

MR. PATTERSON and MR. DAUGHERTY. — Credit, 1 course. C. *Fourteen hours a week.*

Heat, light, electricity and magnetism. A continuation of Course s 1. Five lectures and nine laboratory hours a week. This course is the equivalent of the second term of Physics 1-2 as scheduled in the University catalogue.

NOTE:—A fee of $2:50 will be charged in each course if laboratory work is taken.

N 3. ASTRONOMY.

MR. PATTERSON. — Credit, 1 hour. N. *Three times a week, M. W. F.*

A brief course in descriptive astronomy, non-mathematical, including some work with the telescope. Fully illustrated with maps and lantern slides.

s 13. TEACHERS' COURSE.

MR. PATTERSON and MR. DAUGHERTY. — Credit, 1 course. C. *Ten hours a week.*

Five recitations and five laboratory periods per week. The course is designed for teachers who wish a review of the subject, with some suggestions on teaching, on building, and purchasing apparatus. Millikan and Gale's "*Practical Physics*" will be used, and the laboratory manual of Millikan, Gale and Bishop.

NOTE:—A fee of $2.50 will be charged in this course if laboratory work is taken. The course will not be given unless as many as six apply for it.

PSYCHOLOGY

s 19. INTRODUCTORY PSYCHOLOGY.

MR. DASHIELL and MR. LATSHAW. — Credit, 1 course. C. *Ten hours a week.*

A scientific study of human nature from the point of view of a modified behaviorism. Man is studied as a living organism,

showing original and acquired tendencies that are subject to increasingly efficient conscious self-control, leading up to the development of a personality. This course, or its equivalent, is prerequisite to all other courses in Psychology.

s 20. PSYCHOLOGY OF CHILDHOOD AND ADOLESCENCE.
MR. LATSHAW. Credit, ½ course. C. or Grad.
Five hours a week.

A study of the normal development of mind in the child and youth; original motor, emotional, and mental tendencies and their development and organization. Along with the technical details attention will be given to broader social and educational aspects of the development of the individual.

s 21. ELEMENTARY EDUCATIONAL PSYCHOLOGY.
MR. LATSHAW. Credit, 1 hour. N. or ½ course. C.
Five hours a week.

Many of the leading principles brought to bear upon educational practice and theory by psychological findings will be taken up in an elementary way.. Some attention will be given to the psychology of the school subjects.

s 23. EDUCATIONAL PSYCHOLOGY: PSYCHOLOGY OF LEARNING.
MR. DASHIELL. Credit, ½ course. C. or G.
Five hours a week.

Learning, as the heart of the educational process, will be studied intensively. This will include such topics as: effects of training on original capacities; methods of learning; transference and interference; interests and incentives; individual differences in learning; etc. (Given in alternative years with Course s 22).

s 27. MENTAL EXAMINATION METHODS.
MR. CRANE. Credit, ½ course. C. or G.
Five hours a week.

A presentation of the various psychological methods used in the clinical study of individuals. This will include a study of the methods used in the determination of the presence or absence of specialized defects and in the determination of the level of general intelligence.

s 28. MENTALLY DEFICIENT CHILDREN.
MR. CRANE. Credit, ½ course. C. or Grad.
Five hours a week.

A study of degrees and types of mental deficiency, of causes and possible remedies, and of the relations between deficiency and society, education, juvenile courts, etc.

RURAL SOCIAL ECONOMICS

s 11. RURAL SOCIAL PROBLEMS.

MR. BRANSON. Credit, ½ course. C. or G.
Five hours a week.

1. Rural mindedness: causes, characteristics, consequences. 2. Rural Social Institutions: (1) What they are, the purposes they serve, the levels they occupy, (2) special studies of (a) the country school, (b) the country church, and (c) the country community. 3. Rural Social Agencies: (1) What they are, the purposes they serve, their limitations, (2) special studies of (a) the farm bureau, and (b) county-wide library service. 4. Country life Problems: (1) illiteracy, (2) tenancy, (3) sanitation and health, (4) communication, (5) cooperative county enterprise, (6) constructive ideals, (7) the small-town approach to the country life problems.

s 12. RURAL ECONOMICS.

MR. HOBBS. Credit, ½ course. C. or Grad.
Five hours a week.

A formal course in Rural Economics: a background for defining and interpreting the economic problems of country life in North Carolina and the South. Our agricultural resources, our farm systems, our rural life conditions, and our rural economic problems. (1) Historical sketch of modern agriculture, with special studies in developing Southern agriculture, (2) the economics of agriculture, (3) land, labor, and capital as factors in agricultural production and ways of economizing these factors, (4) the distribution of agricultural products and agricultural income, (5) farm tenantry—its origin, advantages, disadvantages, and remedies, (6) rural credits, (7) co-operation in farm enterprises and rural activities, (8) well-balanced farm systems.

s 13. LABORATORY COURSE IN RURAL SOCIAL PROBLEMS.

MR. HOBBS and MR. BRANSON. Credit, ½ course. C. or Grad.
Five hours a week.

This course is open to students taking s 11 and s 12. The studies concern matters of state-wide importance. They cover rural, urban, and industrial problems, economic and social. The subjects and methods are indicated by the 700 studies already made by the Summer School and regular term students of the University during the last seven years, and given to the public in part in various issues of the University News Letter, and the North Carolina Club Year Books, 1915-16, 1916-17, and 1917-18, 1919-20 and 1920-21. Students from other states will be assigned

to similar studies of their home state. The consultation hour is 3:00 o'clock daily; but the work can be done in the laboratory headquarters at any time suiting the convenience of the students enrolled.

SOCIOLOGY

s 2. PRINCIPLES OF SOCIOLOGY.

MR. ODUM. Credit, 1 course. C.

Junior and Senior elective. *Five hours a week.*

A study of the ranges of human experience and relationship through the analysis of social population, social forces, social processes and social products. Effort will be made to study carefully social principles and their practical applications, and to learn not only social structure and social function, in general, but the possibilities and prospects of guiding the activities of social groups and social forces. Institutional modes of conduct will occupy a large place in the final considerations and conclusions.

s 8. COMMUNITY ORGANIZATION.

MR. STEINER. Credit, ½ course. C. or G.

Five hours a week.

The community as a unit of work; problems of modern community life; principles underlying community organization; experiments in methods of community organization; development and co-ordination of community activities, illustrated by case records; problems of community leadership. The school and community. The teacher as a community leader.

s 12. CRIME AND ITS SOCIAL TREATMENT.

MR. STEINER. Credit, ½ course. C. or G.

Five hours a week.

Nature and causes of crime; evolution of modern methods of criminal procedure; administration of penal and reformatory institutions; programs for the social treatment of the criminal; the problems of juvenile delinquency; probation.

s 14. FAMILY CASE WORK.

MR. STEINER. Credit, ½ course. C.

Five hours a week.

The principles and methods of dealing with the rehabilitation of families brought to the attention of social workers by examples of dependence, delinquency and illness; technique of investigation and treatment, using the resources of the individual,

the neighborhood and other organizations of the community and state. For the teacher, the special child and special home conditions will be of interest.

s 16. ORGANIZATION AND ADMINISTRATION OF PUBLIC WELFARE.

MR. ODUM, MRS. JOHNSON, MR. WILLIAMS and MR. BLACKBURN. — Credit, ½ course. C. or G. *Five hours a week.*

The problems and programs of public welfare and social work interpreted. Organizing and developing the county. Constructive promotion and publicity. Office management and administration. Record keeping and reports—working with other organizations and agencies. The right sort of office and program for a Superintendent of Public Welfare.

s 24. COMMUNITY PLAY AND RECREATION.

MR. MEYER. — Credit, ½ course. C. or G. *Five hours a week.*

The modern theory of the fundamental instincts: their relationship to play and recreation. The sociological and ethical implications of play. Demonstration of a play festival. Contests, races, stunts, pageantry and the drama. Community athletics. A community plan. Directed play in the school.

s121. EDUCATIONAL SOCIOLOGY.

MR. ODUM. — Credit, ½ course. C. or G. *Five hours a week.*

Standards of measurement for social progress. Survey of sociological principles involved in their applications to education, politics, government, social work. The effective uses of sociology in directing and controlling group progress, social institutions, democracy, and in the development of the total social personality of the individual. The co-ordination of institutional modes of activity and the enrichment, through co-operation, of social organization. Special application to school and school work.

For further courses, field work and conferences, see "Institutes of Public Welfare."

SPANISH

s 1. ELEMENTARY COURSE.

MR. SHAPIRO. — Credit, 1 hour. N. *Five hours a week.*

This course is intended for those who have not previously studied Spanish. It consists of the study of Spanish grammar,

the writing of simple English into Spanish, with frequent oral drills and dictation. Special attention given to pronunciation. The course corresponds as nearly as possible to Spanish I, as announced in the University catalogue, and when successfully pursued it will be accepted as part of the college entrance requirements in Spanish. Text-books: Hills and Ford, *Spanish Grammar*, (D. C. Heath & Co.); Fuentes y Francois, A Trip to Latin America (Holt & Co.).

s 2. ELEMENTARY COURSE.

MR. SHAPIRO. Credit, 1 hour. N.
Five hours a week.

Continuation of Course s 1. The study of the principles of Spanish grammar is continued, and also the writing of English into Spanish. The reading of simple Spanish prose. This course corresponds as nearly as possible to Spanish 2, as announced in the University catalogue, and when successfully pursued it will be accepted as part of the college entrance requirements in Spanish. Text-books: Hills & Ford, *Spanish Grammar* (D. C. Heath & Co.); Luquiens, *Elementary Spanish Reader* (The Macmillan Company); *Cuba y las costumbres cubanas* (Ginn & Co.).

s 11. ADVANCED COURSE.

MR. SHAPIRO. Credit, 1 hour. C.
Five hours a week.

This course presupposes one year's successful study of College Spanish. It will include a review of the principles of Spanish Grammar, with practical composition and the reading of modern Spanish literature. The course corresponds as nearly as possible to Spanish 3, as announced in the University catalogue, and when successfully pursued will be accepted as part credit for that course. Text-books: Crawford, *Spanish Composition* (Holt) *Fortuna* and *Zaragüeta* (Heath); and other texts.

PART III — NORMAL SCHOOL COURSES

The courses offered in this department are formulated in accordance with the suggested curricula for state summer schools recommended by the State Departmnt of Education. These courses do not for the present carry credit toward the University's A.B. and B.S. degrees although they are on the level of college work, and credit within certain limits will probably be allowed for them later toward the A.B. degree in Education. Students applying for admission to these courses must meet approximately the same entrance requirements that students applying for admission into the regular college courses are required to meet. These courses are marked "N" instead of "s" in order to distinguish them for the present from the courses offered by the regular departments of the University.

The complete plan of the State Department of Education for such courses is presented in outline in the "Suggested Curricula for Summer Schools" given below. Many of the courses of these "Suggested Curricula" are carried by the regular departments of the University and are to be found outlined under their respective heads in these departments. The subjects that are not offered this year either in this department or in the regular departments of the University are indicated by an asterisk (*). The content courses in this department will be based in the main on the state-adopted books for elementary schools, and students who own sets of these books may save themselves some expense by bringing with them such texts as can be used in the courses they wish to pursue.

SUGGESTED CURRICULA FOR SUMMER SCHOOLS

A. HIGH SCHOOL GRADES AND ONE YEAR COLLEGE (To Secure Elementary Certificates — Classes A and B).

1. *For Work in Lower Grades*
   - Story Telling
   - Primary Reading
   - Health
   - Writing

2. *For Work in Upper Grades*
   - Story Telling (Upper Grades)
   - Grammar Grade Reading
   - Health
   - Writing

B. PROGRESSIVE PROGRAM OF STUDY TO CONVERT AN ELEMENTARY B CERTIFICATE INTO A PIMARY C CERTIFICATE. (Eight Summer Schools)

1. *First Step*: *From Elementary B to Elementary A*
Four Summer Schools
For Work in Lower Grades

1st Summer School	2nd Summer School
Story Telling (Pri.)	English Grammar
Pri. Reading	*Handwork
Health	Physical Ed.
Writing	Writing

3rd Summer School	4th Summer School
English Comp.	English Comp. (Cont.)
Child Study	Class Management
*Nature Study (Plants)	*Nature Study (Plants)
Drawing - Fundamentals	Primary Drawing

2. *Second Step*: *From Elementary A to Primary C*
Four Summer Schools
For Work in Lower Grades

1st Summer School	2nd Summer School
Tests and Meas.	History of Ed.
Primary Language	Primary Geog.
Children's Lit.	Dramatization
Music P. S.	Music

3rd Summer School	4th Summer School
Principles Ele. Ed.	Ed. Sociology
Primary Number	Pri. Class Observation
*Silent Reading	Primary History
Physical Ed.	Physical Ed.

C. PROGRESSIVE PROGRAM OF STUDY TO CONVERT AN ELEMENTARY B CERTIFICATE INTO A GRAMMAR GRADE C CERTIFICATE. (Eight Summer Schools)

1. *First Step*: *From Elementary B to Elementary A*
Four Summer Schools
For Work in Upper Grades

1st Summer School

Story Telling
G. G. Reading
Health
Writing

2nd Summer School

Eng. Grammar
Principles of Geog.
Ed. Psychology
Writing

3rd Summer School

Eng. Composition
Child Psychology
*Nature Study (Plants)
Drawing - Fundamentals

4th Summer School

Eng. Composition
Class Management
*Nature Study (Plants)
G. G. Drawing

2. *Second Step: From Elementary A to Grammar Grade C*
Four Summer Schools
For Work in Upper Grades

1st Summer School

Tests and Meas.
Teaching of G. G. Lang.
Juvenile Lit.
P. S. Music

2nd Summer School

History of Ed.
Teaching Arith.
U. S. History
Music

3rd Summer School

Prin. Ele. Ed.
Teaching Geog.
Ele. Science
Physical Ed.

4th Summer School

Ed. Sociology
N. C. History
G. G. Class Observation
Physical Education

DRAWING

In the following courses the development of taste is not less important than the acquisition of skill in expression. Attention will therefore be directed toward making the courses given in Art closely related to the interests of the students. The subject of Design will be developed through problems drawn from attractive topics that will stimulate the imagination, arouse latent ideas, develop original thought, strengthen judgment and acquire power to express one's self through the materials employed by the teacher of school arts. The technique of all mediums is taught. Individual criticism is given and all students are required to do the work assigned.

N 1. PRIMARY DIVISION.

MRS. SEASE, Sec. I: 9.40. Credit, 1 hour. N.
MISS THOMAS, Sec. II: 11.50. *Five hours a week.*

Practical instruction for teachers of first, second and third grades. Aim: Development of definite sense perception of laws of beauty, observation, color and creative power. Study of general principles of designing, space filling and line harmony. The topics familiar to the drawing teacher of modern schools are treated—landscapes, plants, life, still life, principles of perspective, of industrial drawing and color harmony. Materials used: paper, scissors, charcoal, pencil, Japanese brush, ink, water colors, tempera.

N 2. GRAMMAR DIVISION.

MRS. SEASE, Sec. I: 8.50. Credit, 1 hour. N.
MISS THOMAS, Sec. II: 11.00. *Five hours a week.*

A general course for teachers of the fourth, fifth, sixth and seventh grades, who wish to teach the principles of design applicable to textiles, costuming, interior decoration, block printing, advertisements, illustrations and posters. All technical work will be preceded or followed by conversational lessons and supplementary reading connecting the problems in a vital way with the student's need.

N 3. ADVANCED DIVISION.

MRS. SEASE and MISS THOMAS. Credit, 1 hour. N.
Five hours a week.

Outlined especially for those who will teach art in high schools. Practical work in design, drawing, painting and art-crafts. The study of methods for different types of schools. Fine arts in relation to other departments of the school, the home, the community. Written reports, lesson plans, courses of study. Demonstrations of teaching, discussions, Criticisms. Practice teaching.

Prerequisite: Courses in design, drawing, and painting from an accredited college.

EDUCATION

N 1. GENERAL METHODS IN PRIMARY SCHOOL SUBJECTS.

Credit, each section, 1 hour. N.
Each section, five hours a week.

This course will be given in three sections, as indicated below. The work of all three sections comprises a study of the sub-

jects taught in the primary grades (1, 2, and 3). The content of the subjects, as well as methods of teaching them, will be given attention. The work will, however, be varied in each section to meet the needs of the students for whom the section is intended. Students should consult the Committee on Registration before deciding which of the sections to enter.

SECTION I.

This section is intended for teachers who have had little or no professional training. The work will be of an elementary nature. The subject matter for each grade will be outlined and effective methods for presenting the material will be given. The course will be developed in connection with observation in the demonstration classes.

SECTION II.

This section is intended for teachers in *country* schools who have had such professional training as is to be gained in teachers' training schools, educational courses in normal schools or colleges, etc. This course will deal with methods of teaching various subjects in the primary grades, types of lessons; supplementary material; critical study of State adopted books; standards for each grade required by State course of study. Lectures, readings, observations, discussions.

SECTION III.

This section is intended primarily for high school graduates without experience and without professional training who are preparing to teach in the country schools. The work will be of an elementary nature. The subject matter for each grade will be outlined and effective methods for presenting the material will be given. The course will be developed in connection with observation in the demonstration classes.

N 2. PRIMARY READING.

Credit, 1 hour. N.
Five hours a week.

The teaching of reading in the first three grades. Lectures, assigned readings, discussions, and observation in the Demonstration School.

N 3. PRINCIPLES OF ELEMENTARY EDUCATION.

MR. HIGHSMITH. Credit, 1 hour. N.
Five hours a week.

A general introductory course in the principles of education, designed especially for teachers of elementary grades.

N 4. HISTORY OF EDUCATION.

MR. NOBLE. Credit, 1 hour. N.
Five hours a week.

An elementary course in the history of education designed to give the teacher some understanding of the nature and function of the public school as an agency for social progress; its relation to other social agencies; and in what ways it should be adapted to the needs of modern life.

N 5. CHILD STUDY.

MR. HIGHSMITH. Credit, 1 hour. N.
Five hours a week.

An introductory course in some of the more elementary aspects of child psychology. Individual differences and similarities of children; their interests, activities, and social needs will receive especial consideration.

N 6. STORY TELLING.

MISS MASSELING and assistant. Credit, each section, 1 hour. N.
Each section, five hours a week.

The courses in this subject include a study of children's literature, lectures and instruction in the art of story telling, the use of the story in education, the selection and adaptation of stories and their correlation with other educational subjects. The work, embraces intensive study in types of fairy and folk tales, myths, fables, nature stories, humorous tales, rhymes and poems for children, hero and patriotic stories, Bible stories and the great national epics and their uses. Parallel readings will be assigned and much practice given in dramatizing and telling stories and correlating them with the formal work of the class room. Suggestive lists of stories for different grades have been prepared, and programs for special occasions have been arranged. This course will be taught in two general sections for primary and grammar grade teachers, with special group meetings in each section for individual practice and criticism.

SECTION I. Story Telling in Primary Grades.
For teachers of first, second and third grades.

SECTION II. Story Telling in Grammar Grades.
For teachers of fourth, fifth, sixth and seventh grades.

Special group meetings in each section.

N 7. PHYSICAL EDUCATION.

MISS MASSELING and assistant. Credit, each section, 1 hour. N. *Each section, five hours a week.*

The courses in this subject embrace both formal and informal work. They consist of lectures on hygiene and sanitation and remediable defects of school children; formal drills arranged for graded classes; instruction in physical exercises, tactics, games, folk dancing, and playground activities. The active work will be supplemented by assigned readings. The courses will be given in two classes—a class for primary teachers and a class for grammar grade teachers. A program of folk dances, drills, competitive games, and other athletic exercises demonstrating the work of the department will be given on Field Day.

SECTION I. Physical Education in Primary Grades. For teachers of first, second and third grades.

SECTION II. Physical Education in Grammar Grades. For teachers of fourth, fifth, sixth and seventh grades.

N 8. CLASS MANAGEMENT.

MR. GRIFFIN. Credit, 1 hour. N. *Five hours a week.*

The problems of handling the class in such matters as routine and discipline, promotion, conduct of the recitation, etc., will be considered. This course will be given in two sections, I and II.

N 9. TESTS AND MEASUREMENTS FOR ELEMENTARY GRADES.

MR. NOBLE. Credit, 1 hour. N. *Five hours a week.*

This course is intended for teachers in elementary grades who desire a definite and specific basis upon which to form their judgment concerning the classroom work of pupils. It will consider questions of giving, scoring, tabulating, and interpreting, the standard tests and measurements which have to do with classroom products in the elementary school.

ENGLISH

N 1. LANGUAGE IN THE GRADES.

MISS SHEEHAN. Credit, 1 hour. N. *Five hours a week.*

This course will deal primarily with the types of language work in the grammar grades and with the choice of subject matter

for the course of study. In addition such topics will be discussed as: minimum essentials; vocational guidance through the language lesson; the correlation of language with other subjects. Lectures, parallel reading, class discussions, lesson plans and observation in the demonstration school.

N 2. LITERATURE IN THE GRADES.
MISS SHEEHAN. Credit, 1 hour. N.
Five hours a week.

This course aims to contribute to the literature background of the teacher and to work out a literature course for the grades. Among the topics discussed will be: the specific aims of literature; choice of literature; method of treatment; home reading; literature and citizenship. Detailed plans for teaching type selections in each grade will be worked out. Lectures, parallel reading, class discussions, lesson plans and observation in the demonstration school.

N 3. METHODS OF TEACHING ENGLISH IN THE GRADES.
MISS SHEEHAN. Credit, 1 hour. N.
Five hours a week.

This course will deal with actual methods of teaching oral and written English, literature and grammar. The general problem of study and the special problems of the English teacher will be considered. Other topics for discussion will be: devices; the use of dramatics in the English lesson; supervised study in English; projects. Lectures, parallel reading, class discussions, lesson plans and observation in the demonstration school.

GEOGRAPHY

N 1. ELEMENTARY GEOGRAPHY.
MISS CARNEY. Credit, 1 hour. N.
Five hours a week.

A review course in geography, with special attention to local or home geography and projects suitable for primary and intermediate grades. Incidental discussion of methods of teaching geography.

N 2. THE TEACHING OF GEOGRAPHY.
MR. M. C. S. NOBLE. Credit, 1 hour. N.
Five hours a week.

This is a course in the teaching of geography in the grammar grades. One purpose of the course will be to show how to observe the influence of geographic laws while teaching local,

state and national geography. The effect of geography upon history in North Carolina and the nation will be carefully studied. Lectures, assigned work, parallel readings, the preparation of lesson plans, etc.

HISTORY

N 1. A REVIEW COURSE IN HISTORY.
MISS CARNEY. Credit, 1 hour. N.
Five hours a week.

A review course in American history, with special emphasis on the economic development of the country. Incidental discussion of methods in teaching history in primary and intermediate grades.

N 2. THE TEACHING OF HISTORY IN THE GRADES.
MISS CARNEY. Credit, 1 hour. N.
Five hours a week.

This course will deal primarily with methods of teaching history in the elementary grades, and secondarily with the choice of subject matter for the course of study. Lectures, assigned readings, lesson plans, and observation in the demonstration classes.

N 3. HISTORY IN THE JUNIOR HIGH SCHOOL.
MISS CARNEY. Credit, 1 hour. N.
Five hours a week.

This course is designed for inexperienced and comparatively untrained teachers of history in the upper grammar grades or junior high school. It will deal with both materials and methods.

MATHEMATICS

N 1. ARITHMETIC.
MR. SHEEP. Credit, 1 hour. N.
Five hours a week.

Lectures and assigned work, including the fundamental operations, fractions, percentage, interest, ratio and proportion, mensuration, etc.

N 2. THE TEACHING OF ARITHMETIC.
MR. SHEEP. Credit, 1 hour. N.
Five hours a week.

This is a course in methods of teaching arithmetic in the grammar grades. An effort will be made to discover in concrete examples the "four fundamental rules" of arithmetic and also

the best method of applying those rules in the problems of everyday affairs. Lectures, assigned work, parallel readings, the preparation of lesson plans, etc.

WRITING

N 1. FREE-ARM MOVEMENT.
MISS JONES. Credit, 1 hour. N.
Five hours a week.

Practical instruction in free-arm movement writing; drills, lectures, type lessons for primary, intermediate, and grammar grades. The course offered is planned to make better teachers of writing; hence, there will be two definite aims in view: (1) to improve the handwriting of those taking the course, and (2) to study the best methods to be used in teaching children to write. The course should be helpful to teachers, no matter what system they teach, as the instruction will be along broad lines, and principles rather than systems will be emphasized. At least thirty minutes practice each day outside of class will be required.

Section I: 9.40.

Section II: 11.50.

N 2. PALMER METHOD WRITING.
MISS POORE. Credit, 1 hour. N.
Five hours a week.

Drill and instruction in muscular movement and the development and perfection of muscular movement writing. Method of teaching muscular movement writing as they relate to teacher and to pupils of all grades in the elementary school. The eight essential steps and their stages freely discussed and demonstrated.

Section I: 8.00.

Section II: 8.50.

Section III: 12.40.

N 3. PALMER METHOD WRITING.
MISS POORE. Credit, 1 hour. N.
Five hours a week.

Advanced course with special object, the obtaining of Teachers' Certificates. Students eligible who have had previous summer course or its equivalent. Consult instructor for membership.

PART IV — SPECIAL FEATURES

A rich and varied program of instruction, entertainment, and recreation has been provided for the Summer School of 1922. General admission tickets for all the programs announced below will be given to all regularly registered students in the Summer School without additional cost beyond the payment of the regular registration fees. Among the special features mention may be made of the following:

The Roanoke Island Pictures

On June 27, 28, and 29, the State Bureau of Community Service will show the Roanoke Island Pictures recently filmed under the joint auspices of the State Department of Education and the State Historical Commission and showing the first attempts of the English at colonization in what is now the United States.

July 4: Patriotic Celebration

July 4th will, of course, be a holiday, but it will be made a profitable occasion for the students in the Summer School. A program of simple but impressive patriotic exercises will be carried out in which all students in the Summer School will participate.

Jewish History and Literature

Dr. Adolph Coblenz, Jewish Rabbi of Baltimore, Md., will appear before the Summer School on July 5, 6, and 7 to deliver a series of lectures on Jewish History and Literature. Rabbi Coblenz comes to the Summer School under the auspices of the Jewish Chautauqua Society of America. The subjects of his lectures are to be as follows:

1. The Alexandrian Development in Jewish Thought,
2. The Jew in Fair Andalusia,
3. Modern Hebrew Literature.

Two Readings by Mr. Wyche

On July 10 and 11 Mr. Richard T. Wyche of New York, one of America's most famous and best-known story-tellers, will present two of his delightful and inimitable programs of readings and stories.

The Devereux Players Coming

The famous Devereux Players of New York City will appear in three performances before the Summer School on July 18 and 19. They will present three of the most popular modern plays.

Professor Lee L. Driver

In connection with Dr. Knight's course in Education s31a, Professor Lee L. Driver, Director of the Bureau of Rural Education for the State of Pennsylvania, will give a series of lectures during the week of July 24-28. Mr. Driver will also deliver a series of evening lectures before the entire Summer School on the following subjects:

1. Better Rural Schools (illustrated),
2. The Personal Equation,
3. The Story in Teaching.

Music Festival

The Music Festival under the direction of Professor Paul J. Weaver to be given July 25 and 26 is one of the most attractive features of the Summer School's program of entertainment. The chorus will be organized at the beginning of the session. The first night of the festival will be an artist's program given by Miss Julia Claussen of the Metropolitan Grand Opera Company of New York. On the second night the Summer School Chorus and seven artist soloists including Miss Dicie Howell, of New York, Mr. Charles Troxell, of New York, Mr. William Breach, of Winston-Salem, and Mr. Thomas Hamilton, of Chapel Hill, will sing the Grand Opera *Faust*.

Other Musical Attractions

(*Dates to be announced later*)

Miss Margaret Streeter of the Victor Talking Machine Company will appear before the Summer School for three days, giving Demonstration Work in Music Appreciation.

Miss Martin of the Columbia Graphophone Company will appear for one day, giving Demonstration Work in Music Appreciation.

Miss Hazel Gertrude Kinscella, University of Nebraska, will lecture on Piano Class Work in Public Schools.

Another concert will be given some evening early in July.

There will be two faculty recitals on Sunday afternoons while the Summer School is in session.

Other Lectures

Other lectures will be announced later.